



Course Syllabus – Fall 2009

Course Number and Title: Elementary Spanish I, 1410-03/04 - 091S

Instructor Information

Name: Dr. Bill Short

Contact Information:

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Office Hours:

- MWF 2-3
- TR 2-4
- Or by appointment

Course Overview

Catalog Description:

Introduces patterns of pronunciation, basic conversation, grammar, vocabulary, oral, reading and writing exercises, and aspects of Hispanic culture. One hour of laboratory practice per week is required.

Course Overview:

Spanish 1410 are designed to introduce you to the Spanish language and to some major facets of Hispanic culture, and to develop language skills in speaking, listening, reading, and writing Spanish. You will develop your ability to communicate basic needs in Spanish in everyday practical situations. The course requires regular classroom participation and approximately two hours of outside preparation for every hour of class.

This class is hosted on our server using the Moodle Learning Management System where you will complete assignments, activities, quizzes, listening Tests and exams.

<http://moodle.mcm.edu/login/index.php>

Pre-requisites: No pre-requisites

Course Objectives/Student Learning Outcomes:

- To learn to communicate in Spanish in whole sentences.
- To be able to carry on basic conversational patterns.
- To gain insights into the uniqueness and richness of Hispanic culture.
- To prepare you for courses you may wish to take after Elementary Spanish.
- To help you gain the knowledge of the structure of the Spanish language than is standard in Elementary Spanish.
- To deepen your awareness of the reasons for studying foreign language in college, and to realize some of the benefits.
- To use Spanish in class in such a way as to develop conversational ability as quickly as possible.

Course Materials and Resources:

Required Course Materials:

- ¡Anda!. Heining-Boynnton, Cowell. 2nd ed. The University of North Carolina at Chapel Hill
- On-line: MySpanishLab, Student Activities Manual (SAM) : <http://www.ablongman.com/myspanishlab/>

Optional or Recommended Course Materials:

- Spanish-English and English-Spanish dictionary
- The On-line Workbook reproduces all of the activities from the textbook, ¡Anda!

AEC and Other Educational Support Resources:

- Companion Website: <http://www.prenhall.com/anda/>

Course Policies:**Course Policy:**

We will emphasize the learning of Spanish for real-world purposes. It is important that in the various classroom situations that are provided, you use the vocabulary and constructions you have been learning for this. We will be doing many pair and group activities in which you are expected to participate actively and to use only Spanish, Grammar is a very necessary component of communicative competence, and learning it will strengthen your communication ability tremendously. Vocabularies, discourse strategies and familiarity with the cultural norms are powerful components of communication, and will be a part of your learning.

Attendance:

Regular class attendance is essential for successful of the course. You may miss three classes; after that you will be losing 2 points for each additional absent of your final grade; you must contact the instructor immediately before or after you miss a class. After a total of three unexcused absences, your instructor may refuse your admittance to the class and choose to administratively drop you. If you stop attending class, however, it is your responsibility to drop the class. In addition, **two late arrivals by more than 5 minutes will equal one unexcused absence.**

Grade Determination:

Major Tests	1/3
Daily Work	1/3
Final Exam	1/3

No tests may be made up unless you have an excused absence. If you have other appointments you will need to reschedule them, as the test takes top priority. Any exceptions please see your instructor immediately. None of the tests are curved. Students failing one test must speak with the instructor.

Lab work (oral assignments) Students will spend time every day to complete the Students Activities Manual (SAM) and different assignments (that include some oral, written, listening, cultural and reading assignments for each chapter) at the MySpanishLab's web site: <http://www.ablongman.com/myspanishlab/>

An oral participation grade is given for your performance, not for your potential or effort alone. You are expected to attend class and to participate. Above-average and outstanding performance warrants a B or an A. your participation grade includes your contribution in Spanish in regular class sessions and active participation in Spanish in small group activities. You will receive an average grade once every week. This takes into consideration but is not limited to:

1. How much you use Spanish
2. How well you use Spanish
3. Your preparation for class
4. Your cooperation and leadership in pair and group work
5. Your respect and attitude towards the class, your peers and your instructor.

Your instructor will have you complete in/out class some assignments from the Textbook. Please prepare all homework assignments. Homework assignments will be taken in. The writing assignments (A Escribir) will be completed on-line (Moodle).

There is one Listening Test for each chapter.

Make-up Work:

All make up work will have a reduction of 10 points for each day of tardiness, and may not be turned in more than three days late, For the Major Tests and Quizzes the Instructor will specify when and where to make them up.

+/- Grade System:

A+ = 97-100	B+ = 87-89	C+ = 77-79	D+ = 67-69	F = 0-59 and below
A = 94-96	B = 84-86	C = 74-76	D = 64-66	
A- = 90-93	B- = 80-83	C- = 70-73	D- = 60-63	

Academic Dishonesty:

The Instructor will initiate an academic integrity case against students suspected of cheating, plagiarizing, or aiding others in dishonest academic behavior. Students are responsible for reading and understanding the Code of Academic Integrity. Examples of academic dishonesty include, but are not limited to, plagiarism, cheating, and aiding and abetting dishonesty. An example of plagiarism would be to submit a written sample which in part or in whole is not entirely the student's own work, without attributing the source. Cheating includes one person doing another's work, such as a composition or workbook, or submitting the work under a false name. **Any work which is submitted for a grade must be 100% the student's own work.** If you are not sure when it is appropriate to seek help, please see your instructor.

Special Needs: McMurry University abides by Section 504 of the Rehabilitation Act of 1973, which stipulates that no otherwise qualified student shall be denied the benefits of an education "solely by reason of a handicap". If you have a documented disability that may impact your performance in this class and for which you may be requesting accommodation, you must be registered with and provide documentation of your disability to the Disability Services Office, located in Old Main Room 102. Arrangements will be made for students needing special accommodations.

Tentative Course Schedule:

Course Number and Title Elementary Spanish I, 1410-03/04 091S Instructor Name: Dr. Bill Short Fall 2009			
<u>Tentative Due Date</u>	<u>Description</u>		
Day	Objective	Textbook	Student Activities Manual
Aug 24	Introduction to the course		
Aug 24	Meeting and greeting others	Preliminar A: Para empezar Saludos, despedidas y presentaciones, pp. 4–6	A-1 through A-3
Aug 26	Making introductions Saying expressions of courtesy Responding to classroom instructions Learning the Spanish alphabet Identifying cognates and false cognates	Cómo se saluda la gente, p. 7 Expresiones útiles para la clase, pp. 8–9 El alfabeto, pp. 9–10 Los cognados, p. 10	A-4 through A-5 A-6 through A-8 A-9 through A-12 A-13 through A-16
Aug 28	Talking about yourself and others using subject pronouns Describing nationalities	Los pronombres personales, p. 11 ¿Tú o usted?, p. 12 El verbo <i>ser</i> , pp. 13–14 Los adjetivos de nacionalidad, pp. 14–15	A-17 through A-18 A-19 through A-22 A-23 through A-26 A-27 through A-28
Sep 31	Saying numbers 0–30 Telling time	Los números de 0 a 30, p. 16 El mundo hispano, pp. 16–17 ¿Quién habla español? pp. 17 La hora, pp. 18–20	A-29 through A-32 A-33 A-34 through A-36
Sep 02	Telling days, months, and seasons Describing weather conditions Talking about what you like and dislike	Los días, los meses y las estaciones, pp. 20–22 El tiempo, pp. 23–24 <i>Gustar</i> , pp. 25–26	A-37 through A-43 A-44 through a-46 A-47 through A-49
Sep 4	Preliminary Chapter Exam		
Sep 07	Identifying family members Talking about family using <i>ser</i> and <i>tener</i> Pluralizing singular words	Capítulo 1: ¿Quiénes somos? La familia, pp. 32–33 Los nombres en el mundo hispano, p. 34 El verbo <i>tener</i> , pp. 35–36 El singular y el plural, p. 37	1-1 through 1-7 1-8 through 1-9 1-10 through 1-13 1-14 through 1-16
Sep 09	Identifying nouns as masculine and feminine Saying <i>the</i> and <i>a/an/some</i> in Spanish	El masculino y el femenino, pp. 38–39 Los artículos definidos e indefinidos, pp. 39–40	1-17 through 1-18 1-19 through 1-22
Sep 11	Describing family and possessions Describing yourself and others	Gente, pp. 41–42 Los adjetivos posesivos, pp. 42–43	1-23 through 1-25 1-26 through 1-29
Sep 14	Counting numbers 31–100 Performing simple math problems Writing a short poem in Spanish	Los adjetivos descriptivos, pp. 44–47 El español, lengua diversa, p. 48 Los números 31–100, pp. 48–49 Escucha, p. 50 Escribe, p. 51	1-30 through 1-35 1-36 through 1-37 1-38 through 1-41 1-42 through 1-44 1-45 through 1-46
Sep 16	Discussing some facts about the United States Recognizing cognates in reading Review for Preliminar A and Chapter 1 exam	Les presento mi país: Los Estados Unidos, pp. 52–53 Ambiciones siniestras: Episodio 1, pp. 54–56	1-47 through 1-48 1-49 through 1-54
Sep 18	Chapter 1 exam		

Sep 21	Talking about school and student life Discussing stereotypes Talking about the classroom	Capítulo 2: La vida universitaria Las materias y las especialidades, pp. 62–65 Los estereotipos, p. 65 La sala de clase, pp. 66–68	2-1 through 2-7 2-8 2-9 through 2-11
Sep 23	Learning how to conjugate verbs in the present indicative Learning how to make questions and interrogative words	Presente indicativo de verbos regulares, pp. 68–71 La formación de preguntas y las palabras interrogativas, pp. 71–73	2-12 through 2-15 2-16 through 2-19
Sep 25	Learning numbers 100–1,000 Describing student life Introducing the verb <i>estar</i>	Los números 100–1.000, pp. 74–75 En la universidad, pp. 76–78 El verbo <i>estar</i> , pp. 78–80	2-20 through 2-22 2-23 through 2-26 2-27 through 2-30
Sep 28	Expressing feelings and emotions Saying what students like or dislike to do Talking about sports and pastimes	Emociones y estados, pp. 81–82 El verbos <i>gustar</i> , pp. 82–83 Los deportes y los pasatiempos, pp. 83–84 Los deportes en el mundo hispano, pp. 85–86	2-31 through 2-33 2-34 through 2-37 2-38 through 2-42 2-43
Sep 30	Learning to listen for the gist Learning to write short personal descriptions Learning about Mexico Learning how to skim a story Review for Chapter 2 exam	Escucha, p. 87 Escribe, p. 88 Les presento mi país: México, pp. 90–91 Ambiciones siniestras: Episodio 2, pp. 92–94	2-44 through 2-47 2-48 through 2-49 2-50 through 2-51 2-52 through 2-59
Sep 30- Oct 02	Chapter 2 exam		
Oct 02	Describing your house	Capítulo 3: Nuestra casa La casa, pp. 100-103	3-1 through 3-9
Oct 05	Learning the forms of the irregular <i>yo</i> verbs and other irregular verbs	Algunos verbos irregulares, pp. 104–108	3-10 through 3-15
Oct 07	Describing some of the types of homes in Spain Describing furniture and items in the houses Talking about household chores	¿Dónde viven los españoles?, p. 108 Los muebles y otros objetos de la casa, pp. 109–111 Los quehaceres de la casa, pp. 112–113	3-16 3-17 through 3-21 3-22 through 3-24
Oct 09	Describing the changing role of Hispanic women and their impact in society Describing colors Learning the expressions with <i>tener</i>	Las mujeres del mundo hispano, p. 114 Los colores, pp. 115–116 Unas expresiones con <i>tener</i> , pp. 117–120	3-25 through 3-26 3-27 through 3-29 3-30 through 3-32 3-33 through 3-37
Oct 12	Learning to count, quote prices, and give population figures using numbers 1,000–100,000,000 Learning to describe places using <i>hay</i> Review for Chapter 3 exam	Los números 1.000–100.000.000, pp. 120–122 <i>Hay</i> , pp. 122–123 Escucha, p. 124 Escribe, p. 125	3-38 through 3-41 3-42 through 3-43 3-44 through 3-45 3-36 through 3-49
Oct 15-17	Homecoming		
Oct 19	Review for Test on Chapter 3/Mid-Term		
Oct. 19-21	Test on Chapter 3/Mid-Term Exam		
Oct 21	Knowing the differences between <i>saber</i> and <i>conocer</i> Talking about things to do	<i>Saber y conocer</i> , pp. 140–141 ¿Qué tienen que hacer?, p. 142	4-1 through 4-8 4-9 through 4-10
Oct 23	Learning stem-changing verbs	Los verbos con cambio de raíz, pp. 144–146	4-11 through 4-13 4-14 through 4-16 4-17 through 4-25

Oct 26	Stating where people are going with the verb <i>ir</i> Talking about things that will happen using the construction <i>ir + a + infinitive</i>	El verbo <i>ir</i> , pp. 147–149 <i>Ir + a + infinitivo</i> , pp. 149–150	4-26 through 4-28 4-29 through 4-31
Oct 28	Talking about volunteer work and volunteer services	Trabajos y servicios voluntarios, pp. 151–153 La conciencia social, p. 153	4-32 through 4-34 4-35 through 4-37
Oct 30	Learning to use affirmative and negative expressions Review of <i>ser</i> and <i>estar</i>	Las expresiones afirmativas y negativas, pp. 154–156 Un repaso de <i>ser</i> y <i>estar</i> , pp. 156–159 Escucha, p. 159 Escribe, p. 160	4-38 through 4-39 4-40 through 4-43 4-44 4-45 through 4-46
Nov 02	Learning about Honduras, Guatemala, and El Salvador Learning to skim and scan for meaning Review for Chapter 4 exam	Les presento mi país: Honduras, Guatemala y El Salvador, pp. 161–163 Ambiciones siniestras: Episodio 4, pp. 164–166	4-47 through 4-53 4-54 through 4-56
Nov 02-04	Chapter 4 exam		
Nov 04	Discussing different types of music Learning demonstrative adjectives	Capítulo 5: ¡A divertirse! La música y el cine El mundo de la música, pp. 172–175 Los adjetivos demostrativos, pp. 176–177	5-1 through 5-13 5-14 through 5-16
Nov 06	Learning demonstrative pronouns Talking about Hispanic music in the United States Learning how things are done using adverbs	Los pronombres demostrativos, pp. 178–179 La música latina en los Estados Unidos, p. 179 Los adverbios, pp. 180–181	5-17 through 5-18 5-19 through 5-21 5-22 through 5-24
Nov 09	Learning present progressive	El presente progresivo, pp. 182–184	5-25 through 5-27
Nov 11	Sharing information about favorite movies and television programs Learning ordinal numbers	El mundo del cine, pp. 185–187 La influencia hispana en el cine norteamericano, p. 187 Los números ordinales, pp. 188–189	5-28 through 5-30 5-31 through 5-32 5-33 through 5-35
Nov 13	Learning the expression <i>hay que + infinitive</i> Learning the direct object pronouns	<i>Hay que + infinitivo</i> , pp. 189–190 Los pronombres de complemento directo y la “a” personal, pp. 190–193	5-36 through 5-37 5-38 through 5-40
Nov 16	Learning to anticipate content when listening Learn to write a brief movie review Learning about Nicaragua, Costa Rica, and Panamá Review for Chapter 5 exam	Escucha, p. 193 Escribe, p. 194 Les presento mi país: Nicaragua, Costa Rica y Panamá, pp. 195–197 Ambiciones siniestras: Episodio 5, pp. 198–200	5-41 through 5-43 5-44 5-45 through 5-46 5-47 through 5-50
Nov 16-18	Chapter 5 exam		
Nov 18	Learning strategies for reviewing grammar, vocabulary, and culture Describing your family and other families Talking about the university Reviewing numbers 0–1,000	Capítulo 6: ¡Sí, lo sé! Organizing Your Review, pp. 206–207 Review Preliminar A, Chapters 1 & 2, pp. 207–208 6-1 Nuestras familias 6-2 ¿Cómo eres? 6-3 Una gira	6-1 through 6-10
Nov 20	Talking about what you like to do (<i>me gusta...</i>) and need to do (<i>hay que ...</i>) Describing your ideal house Describing a week’s schedule Describing expressions with <i>tener</i> Describing what you know	Review Chapter 3, pp. 209–210 6-4 Mi casa favorita 6-5 Mi horario personal 6-6 Quiero saber 6-7 ¿Qué tienen?	6-11 through 6-16

Nov 23	Reviewing numbers 1,000–100,000,000	Review Chapter 4, pp. 211–213 6-8 Lo conocemos y lo sabemos 6-9 Un cuento divertido 6-10 Mi comunidad ideal 6-11 Querida familia 6-12 Mi tiempo libre	6-17 through 6-26
Nov 25-27	Thanksgiving		
Nov 30	Sharing information about what will take place in the future Discussing service opportunities in your community Discussing music and movies	Review Chapter 5, p. 213 6-13 El concierto del siglo 6-14 ¡Bienvenido, estrella! Un poco de todo, pp. 214–220 6-15 Ganaste la lotería! 6-16 Busco ayuda... 6-17 Mi horario para la semana 6-18 Mis planes para el verano 6-19 Para la comunidad 6-20 Mi comunidad	
Dec 02	Review for final exam		
Dec 04	Review for final exam (Preliminar A–Chapter 5)		

Final Examination

Dr. Bill Short
Professor of Modern Languages
McMurry University

**Course Objectives/Student Learning Outcomes and their Linkage to
Program and University Goals and Outcomes.
Course Number and Title
Elementary Spanish I, 1410-03/04 091S**

Desired Student Learning Outcomes for this course	Linked to which departmental program goal(s)	Linked to which institutional goal(s)?	Types of evidence that might be used to demonstrate student achievement of objectives & goals
01.- Recognize, apply and produce the structure of a sentence	To be able to communicate in “survival” Spanish in whole sentences.	Students are equipped for successful careers and post-graduate education	Pre test and post test By Writing, oral assignments
02.- Prepare, interpret, explain, describe and participate in a basic elementary exchange.	To be able to carry on basic conversational patterns,	Students acquire an enthusiasm for lifelong learning through expanded intellectual and cultural experience	Using an oral, listening activities and examination in class and on-line.
03.- Compare, examine, and understand the differences in the Hispanic culture	To gain insights into the uniqueness and richness of some elements of Hispanic cultures.	Students acquire an enthusiasm for lifelong learning through expanded intellectual and cultural experience	Reading from the textbook about different topics of culture. Working in activities from the reading Watching a video series about different countries
04.- Listen, write, read and speak Spanish at Novice High level.	To prepare you for courses you may wish to take after Elementary Spanish	Students acquire an enthusiasm for lifelong learning through expanded intellectual and cultural experience	Role playing, quizzes, exams and Final examination
05.- Master all the criteria for beginning level in preparation for the intermediate level.	To help you gain the standard communication skills expected in Elementary Spanish.	All members of the campus community will engage in the ongoing pursuit of excellence in job performance, achievement, and character	Quizzes, Test and Final examination The Post Test.
06.- Examine the importance of learning a foreign language	To deepen your awareness of the reasons for studying foreign language in college, and to realize the benefits.	Students in a community that demonstrate a commitment to service, acquire a solid basis for future lives of service.	To investigate careers that require bilingual The percentage on enrollment for the next level
07.- Apply, practice, describe, interpret orally in a daily basic, with the instructor, classmates in class and with the community.	To use Spanish in class in such a way as to develop conversational ability as quickly as possible.	Students are equipped for successful careers and post-graduate education	Role play, oral, listening activities and examinations

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